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ABSTRACT

This bibliography, an update of a previous document cited under ED 071 148, includes mainly references to materials published or research reports made available during the period 1970-1972. References to Canadian materials that were cited in the former publication are included, as well as some few references to works by authorities whose names recur repeatedly throughout research reports. Included are books, journal articles, research reports, dissertations, and audiovisual items from Canadian and American sources. Annotations provide a very brief indication of content without attempting critical evaluation. The bibliography has been divided into general material on nongrading, followed by specific applications to elementary, intermediate, and secondary schools. A separate section includes related research reports, followed by references to literature relating to instruments for placement and evaluation of student progress in the nongraded system. (Author)

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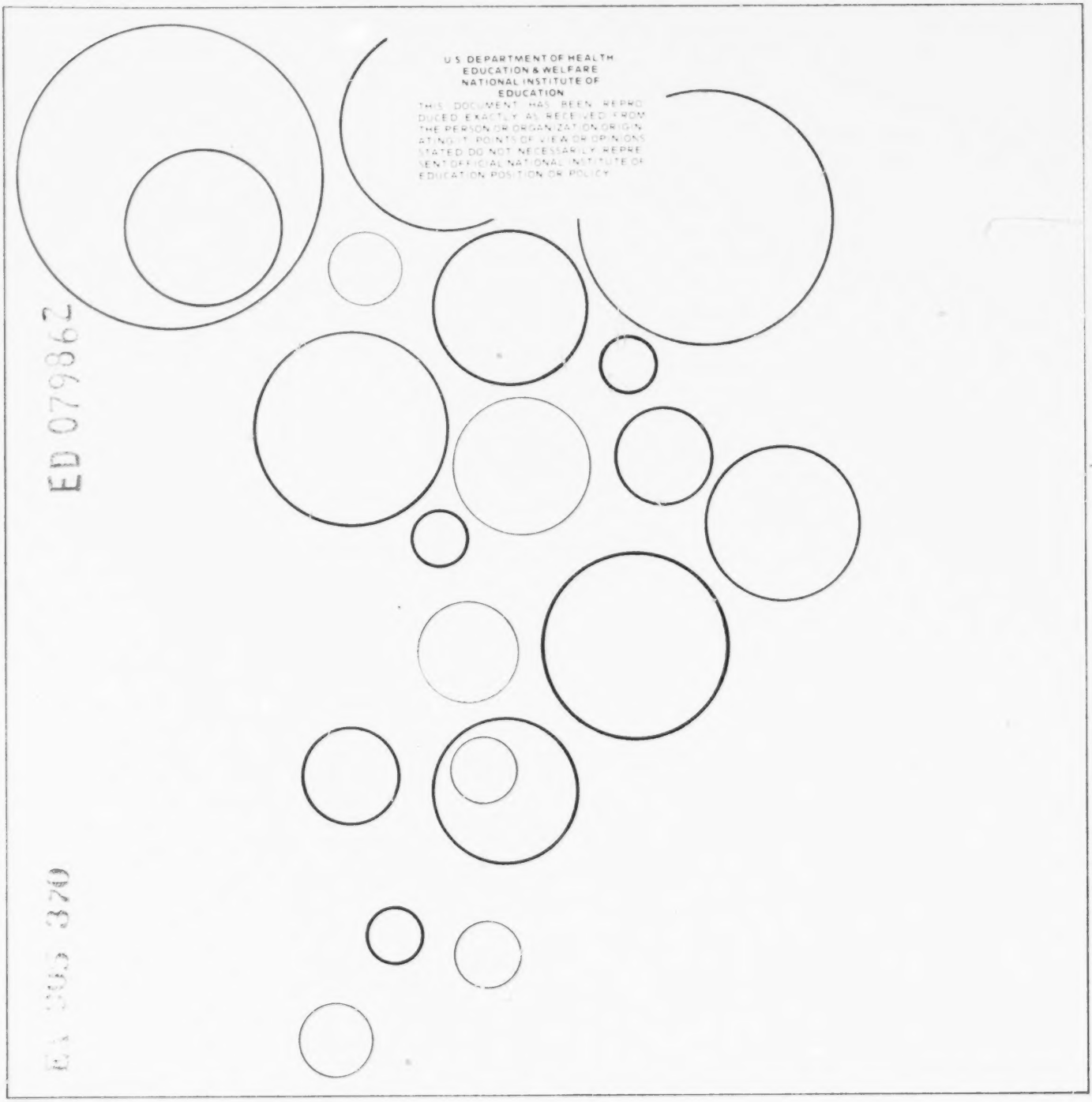

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THE NONGRADED SCHOOL

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THE NONGRADED SCHOOL

AN ANNOTATED BIBLIOGRAPHY

Compiled by

Ruth Taylor

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June 1973

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A. Books and Reports
B. Journal Articles

INTRODUCTION

Numerous requests from school administrators for information on continuous progress education motivated the Library of The Ontario Institute for Studies in Education to publish in September, 1969, an annotated bibliography on "Nongrading." An updated, revised edition followed in November, 1970. This bibliography attempted to be "a representative selection of recent material covering an approximate six-year period from 1964 to mid-1970."

Interest in nongraded programs has continued unabated. At the same time, the literature has proliferated greatly. When the Library was again faced with the desirability of updating the bibliography, it was decided to bring out a new publication, The Nongraded School, which would include mainly references to materials published or research reports made available during the period 1970-1972. For the convenience of the researcher, two exceptions to this policy have been made. First, all references in the former publication to Canadian materials are included here. Second, a very few references to what might be termed classics - works by authorities whose names recur repeatedly throughout research reports - have also been included. Investigators wishing a more comprehensive overview of the literature are requested to refer to Nongrading. Current Bibliography No. 1 (Revised).

As in the previous publication, items included are books, journal articles, audiovisual materials, research reports, and dissertations from Canadian and American sources. Also, the organization of the bibliography is the same: Part I, general materials; Part II, specific references to nongrading in elementary and intermediate schools; Part III, applications of aspects of nongrading to secondary schools; Part IV, research reports; and Part V, materials related to instruments for placement and evaluation of pupil progress in the nongraded system.

If there are any trends to be discerned in the literature, they appear to be a concern for understanding of the concept of nongrading, emphasis on refinements and modifications in processes of implementation, and continued and serious assessment of all aspects of the program. Committed proponents of nongrading are enthusiastic over its demonstrated benefits. Equally committed investigators are concerned with the methodological problems that tend to obstruct valid and adequate testing.

ACKNOWLEDGEMENTS

Materials in quotation marks have been variously drawn from the Library's earlier bibliography, ERIC abstracts, and authors' notes or introductions or the work itself (well within publishers' prescribed limits of free use of 500 words or less for publicity purposes). Sources used will be immediately obvious to the reader.

AVAILABILITY OF MATERIAL INCLUDED IN THE BIBLIOGRAPHY

Most items in the bibliography are available in the OISE Library. We welcome visits from school administrators or teachers engaged in research for their boards or schools who wish to use the Library's facilities. However, heavy demands on our collection by the graduate students, the teaching and the research staff of the Institute make it necessary for us to place certain restrictions on lending material.

Books, Research Reports, Theses and Pamphlets

In general, this material is not available for loan to individuals other than our own staff or students. However, we will lend items to other libraries (through use of official Interlibrary Loan forms) if they cannot be readily obtained elsewhere. Interlibrary loan can be obtained through any regional public library system.

In a few cases, references have been made to dissertations which are not in our collection. This information has been taken from the University Microfilms monthly publication Dissertation Abstracts International. The Library will supply on request photocopies of the full abstract (usually approximately 500 words) or information on how to obtain the complete dissertation in print or on microfilm from University Microfilms.

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The OISE Library journal collection does not circulate, but we will supply single photocopies of articles. A charge of 10¢ per print is made to cover cost of reproducing material. In cases where journals are held on microfilm the charge is 15¢ per print.

ERIC Reports

A number of references have been taken from the U.S. Office of Education publication Research in Education, a monthly abstract journal which brings to the attention of researchers the vast number of reports accumulated by ERIC (Educational Resources Information Center) clearinghouses throughout the United States.

These items are identified in the bibliography by an "ED" number and in most cases items are available from ERIC Document Reproduction Service in "print" form or on microfiche at a lesser cost. (Microfiche is a method of reproducing up to sixty pages of text on a 4" x 6" sheet of film which must be used with a special reader to enlarge the print.) The OISE Library subscribes to all ERIC microfiche and these are available for reading in the Library. Print or microfiche copies of reports may be obtained from -

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I. GENERAL

A. Books and Reports

1 Buffie, Edward G. and Jenkins, John M., eds. Curriculum Development in Nongraded Schools. Bloomington, Ind.: Indiana University Press, 1971.

One in "Bold New Venture" series designed to inform educators about why and how new programs were developed. Articles by prominent authorities on nongrading present (1) the nongraded concept, its history, rationale, and implications for curriculum; (2) procedures for curriculum change and development in elementary, middle, and secondary schools; and (3) in-depth descriptions of certain schools in the process of becoming models of nongrading. Extensive notes and bibliographies.

2 Glines, Don E. Implementing Different and Better Schools. Mankato, Minn.: Campus Publishers, 1969. (Available from ERIC Document Reproduction Service ED 039 926).

"This volume provides guidelines for implementing change in schools, grades K-12. An example of innovative education is Wilson Campus School, the laboratory school of Mankato State College, which stresses personalized programs, concern with human relations and self-concept, nongraded curriculum reform and team planning .... Specific programs are discussed for variable scheduling, individualized instruction, student freedom, etc. Evaluation of present progress and future planning needs is included." Directory of involved educators and organizations, descriptions of curriculum projects, and a bibliography are appended.

3 Hillson, Maurie and Bongo, Joseph. Continuous-Progress Education; a Practical Approach. With a contributory chapter on the bilingual child and English as a second language in continuous-progress programs, by Elaine C. Condon. Palo Alto, Calif.: Science Research Associates, 1971.

Practical approaches to continuous-progress, nongraded, collaboratively planned and taught educational programs. Illustrative learning tasks involving skills and concepts are sequential, carefully planned on a continuum basis from simple to complex, i.e., readiness (entry) to competency (mastery). Recommended diagnostic tools and developmental inventories ensure individually-prescribed, success-oriented programs. Addenda includes additional selection of proven materials to use and lists places to write for programs and procedures. Extensive bibliography.

Housego, I.E. and MacKay, D.A. Role of the Principal in the Reorganization of Saskatchewan Education. Saskatoon: Policy Committee, Saskatchewan Principals' Short Course, 1965.

Articles on "the principal's role in the reorganization of Saskatchewan schools as exemplified in the nongraded elementary school organization and various patterns of organization in the secondary schools." Bibliographical footnotes.

5 Howard, Eugene R. and Bardwell, Roger W. How to Organize a Non-Graded School. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Focus is on special problems of school administrators desiring to move in the direction of nongradedness. Gives case studies of elementary schools with various organizational plans and secondary schools with promising practices. Discusses facilities required. Outlines approaches to and operating principles for nongrading. Appends representative list of nongraded schools with descriptive notes. Suggested readings.

6 Institute for Development of Educational Activities. Models for Nongrading Schools; a Report of a National Seminar. Dayton, Ohio: Institute for Development of Educational Activities, 1970.

Knowledgeable theoreticians and practitioners examine the present status of various degrees of nongradedness in schools in the United States. They present a conceptual model comprising function, curriculum, instruction, evaluation, organization, and role of the learner.

7 Kapfer, Philip G. and Ovard, Glen F. Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education. Englewood Cliffs, N.J.: Educational Technology Publications, 1971.

By a series of Individualized Learning Packages (ILPs), this volume develops for teachers a means whereby materials for an ungraded, individualized curriculum can be created and used. Discusses concepts of nongrading; learning objectives; presentation, guided discovery, and exploration approaches to learning; self-evaluation and motivation. Suggests diversified learning materials and activities appropriate to individual differences at varying levels. Includes selected references for further study of each concept discussed.

8 Kuzsman, Francis and MacIsaac, Teresa, eds. Implementing Nongradedness: Administrative Plans and Curriculum Design. Antigonish, N.S.: Casket Printing and Publishing, 1970. (Available from ERIC Document Reproduction Service ED 053 107).

Reports of Nova Scotia teachers and administrators on actual nongrading projects developed after attending in-service training courses at St. Francis Xavier University. Those dealing with implementation of nongrading in elementary schools focus on models, guidelines, suggestions, and references. Those relating to secondary school programs discuss curriculum development in language arts, mathematics, science, and social studies. Canadian aspects of social studies are emphasized. Bibliography is an elaborate extension and updating of the one in ED 053 106.

9 Kuzsman, Francis and MacIsaac, Teresa, eds. A Teacher's Guide to Nongrading. Antigonish, N.S.: Casket Printing and Publishing, 1969. (Available from ERIC Document Reproduction Service ED 053 106).

Prepared by the 1968-1969 Education Class of St. Francis Xavier University, this handbook provides concise information on both theory and practice of nongrading. Topics include philosophy, implementation, the role of the teacher, scheduling, grouping, pupil evaluation and curriculum development with implications for language arts, mathematics, and social studies programs. Report of visits to five New York State schools illustrates various aspects of nongrading. Includes same bibliography and resource lists as ED 053 092.

10 Kuzsman, Francis, and others, eds. An Overview of the Nongraded School: Deliberations of the St. Francis Xavier Institute on the Nongraded School. Antigonish, N.S.: Casket Printing and Publishing, 1970. (Available from ERIC Document Reproduction Service ED 053 092).

This report of an in-service training institute for Nova Scotia educators conducted by some of America's finest experts on nongrading includes papers by Dr. Robert Anderson, Sister Bernarda Bockrath, Dr. F. Frank Brown, Dr. Joseph Eulie, Dr. William Graves, Dr. Maurie Hillson, and Professor Maurice Recchia. Also included are the transcript of a panel discussion on pros and cons of nongrading, an extensive bibliography, a list of nongraded school resources, and a directory of selected places to write for materials concerning continuous progress programs and procedures.

11 Lewis, James. A Contemporary Approach to Nongrading. West Nyack, N.Y.: Parker Publishing Co., 1969.

Convinced that "the nongraded philosophy prescribes the ideal manner in which the transition from traditionalism to humanism may be effected" and that many schools are ungraded in name only, this author here addresses the problem of "re-educating educators." He defines the nongraded concept, outlines pitfalls to avoid when nongrading, and advances specific guidelines for implementation of a nongraded program, including curriculum development, classroom organization, individualizing instruction and study, reporting to parents, and evaluation. Sample workshop materials are appended.

12 McLoughlin, William P. Nongraded Schools - Where to Find Them; a Directory of Nongraded Schools in the United States. Jamaica, N.Y.: St. John's University, 1967.

This necessarily partial and outdated list may have interest for anyone wishing to evaluate the nongraded experience. Four Canadian schools are included.

13 Miller, Richard I., ed. The Nongraded School: Analysis and Study. New York: Harper & Row, 1967.

Brings together work by some of the foremost authorities on nongrading. Discussions on historical and sociological perspectives, administrative leadership, educational change, organization versus instructional practices, and aspects of nongrading and case studies are followed by a quantitative content analysis of the ideas expressed. Includes Carbone's criteria for evaluating a nongraded school program and appends S.E. Dean's comprehensive analysis, Nongraded Schools. Also appended are NEA's 1965 Research Memo, a directory of school systems with nongraded programs in 1963-64, the Rocky Mountain School Study Council's Procedures and Guidelines for Initiation of an Ungraded Primary Unit, and a summary of research findings in the State of Washington (1965).

14 New Brunswick Department of Education. The Organization of Instruction for New Brunswick Public Schools and Other Related Information. Fredericton, N.B.: New Brunswick Department of Education, 1968.

"The reorganized system is designed to provide continuous progress for all pupils in elementary and junior high school programmes. An outgrowth of the continuous progress system is the subject promotion system at the senior high school level." Outlines plans for curriculum, guidance services, facilities, school staff, implementation of reorganized programs, procedures, etc. Incorporates bibliography on continuous progress.

15 Nongraded Schools; Interim Report [of the Study Committee on Nongraded Schools]. Nepean, Ont.: Nepean T.S.A., 1968.

Feasibility study resulting in the proposal of a nongraded program. Topics investigated include philosophy for nongrading, organization, curriculum planning, school design, resources, personnel requirements, pupil evaluation and reporting, and public relations. Partial list of educators and schools involved.

16 OTF Non-Graded Schools Committee. Handbook on the Non-Graded School. Toronto: OTF Non-Graded Schools Committee, Ontario Teachers' Federation, 1968.

Handbook, written by members of the Committee who have worked in Ontario schools where flexible scheduling and nongrading are being tried. Includes articles and bibliography.

17 Ontario. Provincial Committee on Aims and Objectives of Education in the Schools of Ontario. Living and Learning; the Report. Toronto: Published for the Committee by the Newton Publishing Co., 1968.

Many recent innovations in Ontario schools are directly related to this important document, popularly called the "Hall-Dennis Report." Among its recommendations: "Eliminate lock-step systems of organizing pupils, such as grades, streams, programs, etc., and permit learners to move through the school in a manner which will ensure continuous progress." Bibliography.

18 Ontario Educational Research Council. The Non-Graded School - Continuous Progress. Proceedings of the Fourth Workshop in Classroom Research. Toronto: the Council, 1967.

Collection of papers delivered at this conference includes address by Frances Cooper from the prototype nongraded high school, Melbourne, Florida, and contributions by seven Ontario educators with experience in nongraded schools at various levels. Footnotes and bibliography.

19 Purdom, Daniel M. Exploring the Nongraded School. Dayton, Ohio: Institute for Development of Educational Activities, 1970.

Reveals extent to which nongrading has been distorted to accommodate traditional educational structures. Presents a conceptual model for nongrading and addresses the problem of implementing the model. Emphasis is on value positions, research findings, and sources of data for redesigning schools.

20 Québec. Ministère de l'Education. L'Ecole Coopérative: Polyvalence et Progrès Continu; Commentaires sur la Reglement No. I du Ministère de l'Education. Québec: 1966.

Discusses Regulation No. I, plan for reorganization of Quebec's elementary and secondary education devised by the Ministry following report of the Parent Commission. Deals with organization of elementary schools for nongrading, procedure for grouping, and introduction of elective courses in high schools. Expresses intent that plan is but initial step toward full development of a continuous progress program and subject promotion in Quebec schools.

21 Trump, J. Lloyd and Baynham, Dorsey. Focus on Change: Guide to Better Schools. Chicago: Rand McNally, 1961.

"Report for the NASSP Commission on the Experimental Study of the Utilization of the Staff in the Secondary Schools proposes guides to changes which will result in more individualized instruction for students, greater professional responsibilities for teachers, necessary changes in curriculum and more flexibility and use of technology in the schools. This publication has been one of the most influential in promoting innovation in U.S. schools, both at the elementary and secondary level." A list of schools developing innovative projects is appended.

22 York, L. Jean. Team Teaching as a Facilitator of the Nongraded School. Dallas: Leslie Press, 1971.

One of a series of instructional units on team teaching, this module provides a review of selected literature on nongrading. An individualized study guide, comprising a pretest, multi-media programmed lessons, and a posttest, develops the basic concepts of nongrading for pre-service and in-service teachers.

B. Journal Articles

23 Angrave, James. "Team Teaching and Nongrading: a Case for Individual Timetabling in Canadian Schools." Canadian Education and Research Digest, V (March, 1965), 48-59.

Quebec professor of education advocates individual timetabling as means of providing for individual differences. Notes that the "Trump Plan" for team teaching starts with provision of individual pupil timetables as a basic premise. References.

24 "Continuous Progress Education." Manitoba Journal of Education, V (June, 1970), entire issue.

The five articles in this special issue discuss organization, curriculum and resources, pupil personnel services, and evaluation, and give pertinent comments and criticism of continuous progress education. A twenty-seven page annotated bibliography is included.

25 Dodds, R.A. "Non-Grading - a Misunderstood Concept." Ontario Education, I (November/December, 1969), 22-23, 32.

Ontario educator seeks to clarify the concept of nongrading by outlining the differing objectives of the graded and nongraded system. The learning process, as opposed to covering a pre-determined part of a subject, is emphasized in nongrading, with the result that "pupils are happier, more interested, and more excited about education than ever before."

26 Fleck, Henrietta. "Implications of the Nongraded School." Forecast for Home Economics, XV (November, 1969), F-17, F-45.

Discusses curriculum sequences, instructional materials, learning activity packages, and facilities, and their application to the special problems of home economics teachers. Feels students require experience of working in groups.

27 Goodlad, John I. "The Nongraded School." National Elementary Principal, L (September, 1970), 25-29.

"Dissatisfaction with graded systems, studies of individual differences, and development of new curriculum materials in the 1950's have led to an era of innovation in which the nongraded school has moved to the forefront. Basic assumptions underlying nongrading and preparation necessary for establishing a nongraded program are discussed."

28 "Guidelines Towards Ungraded Schools: Patterns for the Future." New Dimensions in Education, IV (May, 1969), 3-5.

Discusses guidelines outlined by the then Minister of Education, William G. Davis, for a new flexible nongraded system designed to replace the traditional system in most Ontario secondary schools within the next few years. Deals with such aspects as credit system, continuous progress, area of study, semester system, methods of marking, modular scheduling, and timetabling by computer.

29 Heathers, Glen. "Overview of Innovations in Organization for Learning." Interchange, III (Nos. 2-3, 1972), 47-68.

Reviews five approaches to organization for learning: student grouping practices, nongrading, individualizing instruction, departmentalization in the elementary school, and cooperative teaching. Relates these approaches to accomplishment of instructional aims. Considers problems of design, implementation, and evaluation of each type of organizational plan. Bibliography.

30 Hunter, Madeline and Dodds, R.A. "Why Nongrading Means Custom-Tailoring Education to the Individual." School Progress, XXXVIII (September, 1969), 47-49.

Transcript of a conversation in which Ontario educator, R.A. Dodds, on behalf of the Ontario Teachers' Federation, interviews Dr. Hunter, principal of the University Elementary School at the University of California. Topics discussed include the nongraded concept, implementation in schools, adjustment problems of students and teachers, desirability of more equipment, books, and materials, and evaluation of nongraded programs.

31 McLeod, D.M. "What Is a Nongraded School?" Canadian Education and Research Digest, VIII (March, 1968), 38-45.

Director of Curricula, Saskatchewan Department of Education, answers title question with a definition of the nongrading concept and an explanation of the continuous progress plan. Includes discussion on grouping principles.

32 Nelson, N.E. and Nelson, G.A. "When the Child Works Out His Own Programme." Monday Morning, I (April, 1967), 19-22.

Informal report of Invitational Conference on Continuous Progress at Eric Hamber Secondary School, Vancouver, in February, 1967. Dr. Maurie Hillson presents theoretical background. Mrs. Helen Bumphrey, Hollistón Public School, Saskatoon, reports on the new Saskatchewan program in which the traditional grade system has been replaced by four divisions roughly corresponding with four stages in a pupil's development.

33 "Report from the Think Shop." Monday Morning, II (April, 1968), 13-18.

Interview with Dr. John Goodlad by Ontario educators Dr. W.J. Wees and Dr. K.F. Prueter in which the noted authority on nongrading advances his theories on continuous progress, flexible school environment, individualized instruction, and cooperative learning. Dr. Goodlad explains his concept of team teaching and discusses use of the computer in teaching.

34 Roberts, W.G. "The Nongraded School: Phantom or Reality?" Orbit, I (April, 1970), 16-18.

From a two-year observation of nongraded schools, this University of Calgary professor concludes that true nongraded schools are still most difficult to find and, although allegedly designed to solve problems in education, the nongraded school presents innumerable difficulties to those seeking to establish it. Bibliographical notes.

35 Trott, Jean. "Tomorrow is ... Now!" Teachers' Magazine, XLIX (March, 1969), 19-24.

Project Officer at the Ontario Institute for Studies in Education discusses current reforms in Ontario schools and the future of nongraded programs as an attempt "to bring the right resources, in the right way, to the right child."

36 Ubben, Gerald C. "A Look at Nongradedness and Self-Paced Learning." Audiovisual Instruction, XV (February, 1970), 31-33.

Criticizes so-called nongraded schools that emphasize large group instruction. Recommends and lists self-instructional programs that free the teacher to perform tasks of diagnosis, prescription, and evaluation.

II. ELEMENTARY AND INTERMEDIATE SCHOOLS

A. Books, Reports, Films and Tapes

37 Charlie and the Golden Hamster - the Nongraded Elementary School. [Motion Picture]. Directed by John I. Goodlad and B. Frank Brown. Produced by IDEA, Melbourne, Florida.

"From the time a child enters school, he begins an uninterrupted continuum of learning in which age and grade are unimportant. A team of teachers working with a larger group of children allows more flexibility in the program, and provides more opportunity for individual or small-group instruction. Instead of a fixed curriculum and textbooks, there are special assignments, individual research and discovery, and a library which allows a child to work at his own rate and ability level."

38 Continuous Progress; a Report of Some Continuous Progress Plans in British Columbia. Vancouver: B.C. Teachers' Federation, 1968.

"Nongraded programs of Nicola-Canford School, McKenzie School, Salmo Elementary School, and Naramata Elementary School are described and analyzed. Points emphasized are organization, curriculum, pupil progress, evaluation and reporting, roles of teacher and pupil, and special features of each program." Annotated bibliography includes some key references on nongrading.

39 Crutcher, G.A. A Continuous Progress Plan: Evolution of a Concept. Don Mills, Ont.: Board of Education for the Borough of North York, 1967.

To eliminate "snob effect" of acceleration and disappointment at non-promotion, educators at Mallow Road Public School, Don Mills, Ontario, decided to institute nongrading. The principal here describes certain aspects of the program. Grouping is temporary and for specific purposes. The learning process is individualized. There is increased use of audio-visual and other instructional materials. Short bibliography.

40 Dufay, Frank R. Ungrading the Elementary School. West Nyack, N.Y.: Parker Publishing Co., 1966.

"Principal of Parkway School, Plainview, L. I., [that is] known for its early use of nongraded practices in elementary school, relates actual steps taken in developing working program and success or failure of these. Discusses use of subject specialists, need for community support, role of principal and faculty during development."

41 Frick, Paul. Telluride Nongraded Elementary School. Denver, Colo.: Colorado State Dept. of Education, 1963. (Available from ERIC Document Reproduction Service ED 036 358).

Document is one in a series of reports of the Western States Small Schools Project designed to help improve education in small schools. The Telluride Elementary Schools were partially nongraded in August, 1961. The organizational structure consisted of kindergarten, a three-year primary school, and a three-year intermediate school. Reading and arithmetic were set up for individualized instruction. Promotion and retention were eliminated; children were allowed to progress by skill mastery; and changes were made in report cards. Continuous evaluation included use of Lorge-Thorndike Intelligence Tests and Stanford Achievement Tests. Conclusions: Modifications put into effect greatly strengthened the schools.

42 Goodlad, John I. and Anderson, Robert H. The Nongraded Elementary School. Rev. ed. New York: Harcourt, Brace & World, 1963.

The authors are among the original innovators in designing and implementing nongraded schools. Their first edition of The Nongraded Elementary School gave impetus to a burgeoning but too-often superficial movement. In this revised edition they seek to direct attention to the ideas and philosophy of bonafide nongrading, to correct errors in emphasis, and to provide guidelines for nongrading throughout the elementary school. A comprehensive bibliography deals with "Individual Differences and Pupil Grouping," "Promotion Policies and Practices," "Reporting Pupil Progress to Parents," and "Nongraded School Organization."

43 Hillson, Maurie. The Nongraded Elementary School. Don Mills, Ont.: Science Research Associates, 1969.

In a collection of twenty letters this noted exponent of continuous progress education makes an impassioned plea for nongrading as "a major concept attendant to any attempt to individualize" instruction. Presents rationale for nongrading, gradual steps towards implementation, and various approaches (team teaching, multiaged education, grouping by levels, etc.). Discusses problems of reporting, creating teacher readiness, and orienting the public. Includes research findings supportive of his conclusions.

44 Individually Guided Education in the Multiunit Elementary School. Madison, Wisc.: Wisconsin Research and Development Center for Cognitive Learning, 1972. (Available from ERIC Document Reproduction Service ED 062 728).

Explains the multiunit elementary school (MUS-E) under development and refinement by the Wisconsin R & D Center for Cognitive Learning since 1965. Devised as a structure to provide individually guided education (IGE), its seven components are: (1) administrative organization; (2) instructional programming for different learning rates and styles; (3) measurement tools and evaluation procedures; (4) development of curriculum materials; (5) home-school communication; (6) facilitative environments (school buildings); and (7) continuous research and development. MUS-E was selected in 1968 by the Wisconsin Department of Public Instruction as the system showing greatest promise for improving learning opportunities. It has been endorsed by the U.S. Dept. of Health, Education, and Welfare for nationwide adoption since 1971.

45 McCarthy, Robert J. The Ungraded Middle School. West Nyack, N.Y.: Parker Publishing Co., 1972.

Concrete examples of how to initiate, organize, operate, and evaluate an ungraded middle school. Includes staff preparation, creation of an interdisciplinary team, student grouping, and block scheduling. Combining elementary school concern for the "whole child" with secondary school emphasis on subject mastery, this plan for grades formerly designated as six, seven, and eight enables individual students to develop vital basic skills while continually progressing towards independent study.

46 McKenzie, Vera Annie. The Implementation of Continuous Progress in Montgomery Street School; a Case Study. Fredericton, N.B.: University of New Brunswick, 1969.

Study of nongrading at the primary-intermediate Montgomery Street School, Fredericton, New Brunswick, describes aims, philosophy, planning, implementation, assessment, conclusions, and recommendations after changes over a six-year period. Emphasis is on thorough planning and reporting to parents. Results of questionnaire and achievement tests show teachers have developed professionally and pupils have gained academically and become more self-reliant.

47 Murray, Evelyn M. and Wilhour, Jane R. The Flexible Elementary School: Practical Guidelines for Developing a Nongraded Program. West Nyack, N.Y.: Parker Publishing Co., 1971.

Translates nongraded theories to level of daily teaching procedures. Provides administrators with guidelines for creating change in the entire elementary school. Gives teachers practical curriculum suggestions, usable records, and numerous ideas to assist in changing from traditional graded classroom to flexible individualized learning environment. While utilizing latest teaching aids and technology, emphasis is on procedures for personalizing instruction, thereby humanizing the process of education and developing positive self-concepts.

48 National Education Association of the United States. Department of Elementary School Principals. The Nongraded School: Some Current Questions and Comments. [Phonotape]. Washington: 1968.

"Robert Anderson and Evelyn Carswell discuss concept of nongrading, effectiveness of nongraded schools, individualized instruction, grouping, reporting progress to parents and children, team teaching, responsibilities of principals and teachers, developing a nongraded program, special facilities and materials, and preparation of teachers and principals for working effectively in a nongraded school."

49 Nongraded Education for the Modern Elementary School. [Filmstrip]. Eye Gate House: 1967.

"Set of four filmstrips and teacher's manual designed for in-service education of professional teaching staff, parent orientation, and orientation of a school's non-teaching staff. It is suggested that they be used in conjunction with the book Ungrading the Elementary School by Frank R. Dufay. The sections are: A: Nongraded education: an overview; B: The question of grouping for nongraded education; C: Within the ungraded school; D: Effecting the change to a nongraded program. Questions for discussion are given in the teacher's manual."

50 Primary Education in England. [Motion Picture]. Institute for Development of Educational Activities, 1969.

Pictorial report of "Family Grouping" in Saw Mills Infant School, Bristol, England. Children aged five, six, and seven group together for activities dictated by their own interests, with learning materials drawn from the real world. Throughout an integrated day older children help younger ones, and teachers guide, direct, encourage, and reward. Teachers develop professionally as individuals, and children move at their own pace, learning through shared experiences. Stress on communication, creative imagination, and original ideas leads to development of necessary reading skills.

51 Smith, Lee L. Teaching in a Nongraded School. West Nyack, N.Y.: Parker Publishing Co., 1970.

Blueprint of a system and techniques for operating a nongraded school by a practising educator who understands theory, philosophy, and methodology. Discusses team teaching. Includes guidelines for teaching in the language arts, mathematics, social studies, and science, and for utilizing an instructional materials center and teacher aides. Emphasis is on child development towards positive self-concept, self-direction, independence, and responsibility.

52 3 on 2 Program: Administrative Guide and Implementation Handbook. (Rev. ed.). Honolulu, Hawaii: Hawaii State Dept. of Education, Office of Instructional Services, 1970. (Available from ERIC Document Reproduction Service ED 050 812).

Administrative guidelines for implementing a nongraded K-3 program in Hawaii's elementary schools. Individualized instruction is provided by a team teaching approach.

B. Journal Articles

53 Barrett, Robert E. "Nongraded Learning Units Revamp Junior High School." NASSP Bulletin, LVII (February, 1973), 85-91.

"Improvement on standardized tests, fewer discipline problems, less school vandalism, better student-teacher relations, and higher grades have all resulted from the nongraded learning unit approach" at Thomas Jefferson Junior High School, Merritt Island, Florida.

54 Barnlekle, Donald W. and Lindberg, Ruth T. "The Team Approach Is Essential In a Nongraded School." Illinois Education, LVIII (May, 1970), 385-86.

Cites experience of Elmwood School, Naperville, Illinois, to demonstrate such advantages as better initial teaching and understanding of the child's needs, increased teacher morale and growth of ideas, improved materials and techniques, gains to all curriculum areas, and the creation of a climate for professional growth.

55 Cole, Carol A. "Viewing the Nongraded Intermediate School." Pennsylvania School Journal, CXVIII (May, 1970), 263-71, 278, 290.

Contrasts contentions of proponents of nongrading with inconclusive evidence provided by research studies. Improved and continued research is necessary if nongrading is to be adopted for reasons other than personal preference.

56 Coles, S.R. and Lewis, E.D. "'Continuous Progress' Plan Geared to Pupils' Ability." School Progress, XXXIV (February, 1965), 27-29.

Positive report on nongrading at Perth Avenue Public School, Toronto, by the principal and vice-principal explains their practical application of the "experience" approach to learning. Pupil evaluation is continuous and flexible grouping arranged on objective ratings of each child's development. Disadvantaged children have become success-oriented, and fewer referrals are made to the Toronto Board of Education psychologist.

57 "Doing Away with Grades in Toronto." Times Educational Supplement (London), (January 13, 1967), 86-87.

Report on successful applications of nongrading in teaching English to foreign-language students at Duke of York, Perth Avenue, and Huron Street Public Schools, Toronto.

58 Housego, B.E.J. "The Nongraded Elementary School: Selected Problems." Canadian Education and Research Digest, VIII (September, 1968), 245-56.

Canadian educator discusses problems of providing flexibility, grouping, reporting of progress, and effects of acceleration and deceleration on pupils. Her concern is: "How much progress has been made toward genuinely individualizing instruction?" References.

59 Irwin, Michael D. "Modeled from Industry, This School is Anything but a Factory." American School Board Journal, CLVII (June, 1970), 8-9.

Brief article highlights practical management of successful multiunit school developed in Janesville, Wisconsin, in conjunction with the Wisconsin Research and Development Center.

60 Klausmeier, Herbert J. "The Multi-Unit Elementary School and Individually Guided Education." Phi Delta Kappan, LIII (November, 1971), 181-84.

Presents organizational design for practical alternative to age-graded elementary school. Demonstrates how multiunit model provides individually guided education for pupils and greater career opportunities for teachers. Reports on continuous evaluation by Wisconsin R & D Center. Discusses costs and implementation. References for further study.

61 "The Lid's Off Learning." School Progress, XXXVIII (February, 1969), 48-51.

Article on Centennial Junior Public School, Kingston, by Ontario innovator demonstrates need for total involvement of teachers and pupils to ensure success of the nongraded program. Meaningful learning experiences, in terms of attitudes and acquired skills, are the result of careful planning.

62 McAulay, John D. "Social Studies for the Nongraded School." Social Education, XXXVI (April, 1972), 452-56.

How children acquire meaningful concepts in a nongraded social studies program. Author defines concept, simple and complex concepts, and concept cluster, and illustrates progression from lower to high level of abstraction.

63 Mickleburgh, Bruce. "Report from the Action Stations." Monday Morning, II (April, 1968), 19-25.

Lively report on nongrading at Greendale Elementary School, Montreal. Six teachers from school engaged in implementing Regulation No. I (Quebec's plan for developing a continuous learning program) explain their various approaches and progress so far.

64 "School for Autonomy; Overlander Elementary School, Kamloops, British Columbia." Instructor, LXXX (August, 1970), 44-46.

Overlander School is directly designed on Dr. Daniel Purdom's conceptual model for nongrading. Organization, instruction, curriculum, and roles of teacher and learner are subservient to one purpose: the progress of each child toward autonomy.

65 Watson, Catherine. "Learning and Liking It." American Education, VI (May, 1970), 18-22.

Illustrated account of successful nongraded elementary school - Lincoln School, Staples, Minnesota - where emphasis is on relevance, readiness, and responsibility.

66 Williamson, Jim. "The Graded School Has Become an Injustice Practised on Children." Educational Courier, XXXVI (September/October, 1965), 23-26.

After two years' experience with continuous progress, the principal of South Prep, Forest Hill, Toronto, endorses the concept of the nongraded primary school. Discusses problems in implementation with respect to grouping, staffing, curriculum materials, record-keeping and diagnostic teaching, and teacher-child relationship.

67 Winkler, Rose and Paro, Madge. "A Functional Reteaching Program." Reading Teacher, XXV (February, 1972), 409-13.

Children with learning disabilities at Montecito Union School, Santa Barbara, California, improved in reading achievement and decreased in hyperactivity when given an ungraded grouping program.

III. SECONDARY SCHOOLS

A. Books, Reports, Films

68 Brown, B. Frank. The Nongraded High School. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

A pioneer in developing the nongraded high school draws on his experience at Melbourne High School, Melbourne, Florida, to proffer insights on such topics as achievement grouping in phases related to knowledge and skills, replacement of textbooks by multiplicity of curriculum materials, concept-centered instruction, learning by discovery, independent study, flexible scheduling and staffing, and imaginative reporting. Since 1958 Melbourne has demonstrated that students challenged by responsibility for their own education emerge with a creative approach to society.

69 Enns, J.G. and others. Innovations in Secondary School Planning. Toronto: Ontario Department of Education, 1968.

"The six reports in this publication come from principals in schools which have been operating under a modified plan of organization during the current school year. The plans, approved by the Department of Education, were designed to provide students with individual schedules to meet their various needs." (Introductory note). Reports include tentative assessments and recommendations.

70 Frederickson, Ronald H. and others. The Amherst Ungraded Secondary Schools: an Evaluation Report. [and] Appendices. Vols. I and II. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1968. (Available from ERIC Document Reproduction Service ED 032 621).

Study by team of consultants from the School of Education, University of Massachusetts, to appraise aspects of the nongraded approach implemented in junior and senior high schools in the Amherst-Pelham Regional School District. Objectives included individualized programs, progress according to ability, independent study, self-direction, and self-motivation. Evaluative data included interviews with teachers, students, and parents, standardized achievement tests, case studies, and examination of curricula. Conclusions: Socio-economic status influenced student placement and more guidance was required in choice of programs.

71 Henson, E. Curtis. The Four Quarter School Year. Atlanta, Ga.: Atlanta Public Schools, 1972. (Available from ERIC Document Reproduction Service ED 063 620).

To provide more relevant courses and more meaningful experiences for youth, Atlanta school systems developed an organizational structure in which all high schools are open all year long, full-day, tuition-free. The up-to-date curriculum is non-sequential, nongraded, and individualized. Program provides for flexible scheduling, permits learning according to abilities, offers more counseling, and fulfils credit requirements. From 870 courses offered over a four-quarter year, students may prepare for college entrance, combine study with employment, or combine study with other activities. After four years both students and public are enthusiastic.

72 The Improbable Form of Master Sturm - the Nongraded High School. [Motion Picture]. Directed by B. Frank Brown. Produced by IDEA, Melbourne, Florida.

"Many of the basic concepts of nongrading are discussed in this film. Students entering high school are placed in one of five phases ranging from I - Fundamental skills to V which allows for more research and creativity. The phase is determined by the rate at which students work, and can be changed at any time. Emphasis is on learning by discovery and each student working at his own rate according to his own ability with the teacher 'directing learning.' Mechanical functions such as typing are taught in large groups to free teachers for individual or small-group instruction."

73 King, Alan J.C. and Ripton, Reginald A. The School in Transition; a Profile of a Secondary School Undergoing Innovation. Toronto: The Ontario Institute for Studies in Education, 1970.

Report of an evaluation of an Ottawa secondary school undergoing major innovation including the credit system, individual timetables, and a student-centered approach to discipline. Focus is on reactions of school administrators, teachers, guidance personnel, and students, and on the identification of the strains on individuals and groups associated with the innovations. Comparison is made with another school offering a successful version of the more traditional program.

74 Québec. Ministère de l'Education. Direction générale de l'Enseignement élémentaire et secondaire. Programmation des Cours et des Horaires d'une Ecole Secondaire Polyvalente. Québec: the Ministry, 1967.

Handbook of definitions and program guides for secondary schools implementing Regulation No. 1, Quebec's plan for introduction of continuous progress education.

B. Journal Articles

75 Bogle, Don. "Ungraded History at Thornlea Secondary School." Canadian Journal of History, IV (April, 1969), 23-30.

"Thornlea, an Ontario composite school which opened in 1968, does not register students in a program, branch, or grade. A continuous progress approach, subject promotion, and the credit system are used, and students are free to select subjects within the framework of requirements for diplomas. A description and preliminary evaluation of the school's history program is given by the chairman of the Department of History."

76 Dunlop, W.G. "A Learner-Paced Approach in the Senior School? Why Not?" BC Teacher, XLIX (December, 1969), 95-97.

"A North Vancouver senior physics teacher describes how he successfully uses a continuous progress, individualized approach with the PSSC physics program."

77 Gilbert, V.K. "The Ungraded Secondary School." Ontario Secondary School Teachers' Federation. Bulletin, XLVII (March, 1967), 63-66.

The vice-principal of Newtonbrook Secondary School, North York, advocates computerized timetabling and subject promotion as substantial approaches to nongrading Ontario's high schools. Touches briefly on other necessary changes and expresses conviction that benefits to students would offset increased costs.

78 Griffiths, T.J. "Toward Ungrading." Ontario Secondary School Teachers' Federation. Bulletin, XLIX (May, 1969), 159-60.

Discusses Mathematics Department of North Lambton Secondary School, Forest, Ontario, which implemented a compromise between traditional and ungraded systems. Program adopted provides flexibility, matching teaching levels with student abilities, and helps overcome dual problems of ineffective communication, due to wide variety of abilities within classes, and unbalanced size of classes within grades.

79 Irving, Robert. "Industrial Arts in the Ungraded Continuous-Learning School." School Shop, XXIX (January, 1970), 33-35.

At Meadowbrook Junior High School, Newton Centre, Massachusetts, course selection is determined by ability, interest, and educational requirements. Increased counseling, flexible scheduling, descriptive reporting, and self-directed activity make continuous progress a rewarding experience.

80 Kilmer, D. Glenn. "A Gradeless Composite School - Phase I." Ontario Secondary School Teachers' Federation. Bulletin, XLVIII (May, 1968), 156-61.

Principal of North Park Collegiate-Vocational School, Brantford, Ontario, proposes "gradeless school" as solution to promotion-retention syndrome. Lists Guide Lines to individual student-centered plan, including credit system and two streams within which subjects may be mastered at differing ability levels. Provides organizational table and answers questions on various aspects of proposed changes.

81 Kirkton, Carole M. "A Reference Shelf for Curriculum Planning; Part II: Elective English." English Journal, LIX (December, 1970), 1306-12.

Describes "Phase Elective English" and cites references to current ERIC documents and journal articles for secondary school administrators and teachers interested in planning nongraded elective English programs.

82 Levine, Sol. "The John Dewey High School Adventure." Phi Delta Kappan, LIII (October, 1971), 108-10.

Describes program of racially-integrated elective high school in the borough of Brooklyn, New York, that includes an eight-hour day; independent study; flexible modular scheduling; cyclical programming; a broad array of course offerings; educational, vocational, college, and crisis guidance; learning for mastery; and innovative teaching techniques. Reports experiment has produced both successes and problems and a formal evaluation is being developed.

83 Ward, W.E. "Who's for the Brass Ring?" Ontario Secondary School Teachers' Federation. Bulletin, XLVII (May, 1967), 143-45.

Principal of Gordon Graydon Memorial Secondary School, Toronto Township, opposes reorganization of Ontario's high schools for nongrading. Expresses conviction that system developed at Melbourne High School, Florida, is inferior to Ontario's established programs in preparation of students either for university or vocations. Advocates Trump plan for team teaching.

84 Weise, Donald F. "Nongrading, Electing, and Phasing: Basics of Revolution for Relevance." English Journal, LIX (January, 1970), 122-30.

Explains Project APEX (Appropriate Placement for Excellence), a successful nongraded, phase-elective English program in Trenton High School, Trenton, Michigan. Program offers students wide variety of courses, grouped for guidance purposes in levels of difficulty, freely elected by students of any age on basis of interests, needs, and abilities on self-designed four-year plan.

IV. RESEARCH

A. Books and Reports

85 Barbadora, Bernard M. Evaluation of Twenty Ungraded Schools. A Research Project. Middletown, Ohio: Southwestern Ohio Educational Research Council, 1967. (Available from ERIC Document Reproduction Service ED 057 454).

To analyze existing practices and formulate models for nongrading, twenty ungraded elementary and secondary schools were visited and reported on. By the evaluative criteria developed, twelve elementary schools rated good to excellent, two secondary schools rated ideal, and six good. Findings revealed greatest deficiencies to be in the areas of undermanned guidance departments, inadequate school plants, and excessive teacher workloads. Rating charts and bibliography are appended.

86 Bechtol, William M. "An Analysis of Educational Leadership in Developing a Nongraded School System: Case Study." Unpublished Ed.D. dissertation, Miami University, 1970. (Dissertation Abstracts International, XXXi, 3799-A).

As the only Midwestern schools developing a nongraded program from kindergarten through senior high, Tipp City Schools, Tipp City, Ohio, were selected for the study. Four of Dufay's characteristics of nongraded organization and Hemphill's leadership paradigm were used in the analysis. Findings showed a successful K-12 ungraded program in operation, effective planning for implementation, and good leadership behavior at all levels. But both administrative and teaching staff turnover increased.

87 Bowman, Betty Lynch. "A Comparison of Pupil Achievement and Attitude Ina Graded School with Pupil Achievement and Attitude In a Nongraded Scholl 1968-69, 1969-70 School Years." Unpublished Ed.D. dissertation, University of North Carolina at Chapel Hill, 1971. (Dissertation Abstracts International, XXXII, 660-a).

Above comparison was made to determine organization of the next elementary school in Burlington, North Carolina. Tests included the Metropolitan Achievement Test, the Lorge-Thorndike Test of Intelligence, and the Piers-Harris Children's Self-Concept Scale. Results showed no significant differences in primary achievement and self-concept. Nongraded intermediate achievement scored significantly higher. Author concludes:

"The nongraded school, as examined, has specific strengths, but it is no panacea that guarantees improvement for all elementary schools. At the very best, nongradedness aspires to provide a favorable setting and conducive climate for some of the problems that exist in the elementary schools of today."

88 Brown, Edward K. The Nongraded Program at the Powel Elementary School: Evaluative Phase II. Philadelphia, Pa.: School District of Philadelphia, 1970. (Available from ERIC Document Reproduction Service ED 049 298).

"Nongraded programs attempt to individualize instruction through the systematic assignment and reassignment of the pupil to classes consistent with his performance level. This evaluation of the nongraded program at Powel Elementary School (Grades 1-6) indicated that individualization of instruction did occur at Powel and the pupil's performance in reading and arithmetic, on the Iowa Test of Basic Skills, was significantly improved over the previous year. In addition, nongraded pupils attained higher levels of independent study skills than most of their peers in graded schools."

89 Brown, Loretta Graves. "A Nongraded Approach Involving Special Education Students in the Spartanburg County, South Carolina, District Five Public Schools." Unpublished Ed.D. dissertation, University of Alabama, 1971. (Dissertation Abstracts International, XXXII, 5065-A).

The purpose of this study was to determine if the nongraded approach assists learning disabled special education pupils in small, limited-facility rural schools in achieving goal of return to regular classrooms. Author describes first year of three-year Spartanburg project, "Social Remediation of Learning Disabilities." Her findings show positive changes in ability to read and social behavior. She concludes that aspects of nongradedness, such as individual diagnosis, continuous progress learning, and descriptive reporting are important in achieving special education goals.

90 Chalfant, Lenley Scott. "A Three Year Comparative Study Between Students in a Graded and Nongraded Secondary School." Unpublished Ed.D. dissertation, Utah State University, 1972. (Dissertation Abstracts International, XXXIII, 3178-A).

A study of students attending nongraded and graded secondary schools in which the California Test of Mental Maturity and California Achievement Tests were administered, attendance and dropout records were kept, and a Student Decision Making and Self-Responsibility Survey was conducted. Findings indicated no significant differences in achievement and attendance. The nongraded high school showed a significantly lower dropout rate. Highly significant differences in Student Decision Making and Self-Responsibility favored the nongraded high school.

91 Chandler, John Aloysius. "A Report on the Evaluation of Nongraded Elementary Schools in California." Unpublished Ed.D. dissertation, Stanford University, 1970. (Dissertation Abstracts International, XXXI, 3804-A).

This investigator proposes self-assessment of nongraded schools as an alternative to the more usual process of evaluation by comparison with schools in the graded system. The purpose of the study was to identify the concerns arising out of the introduction of nongrading and the types of information needed by administrators to resolve those concerns. Findings indicated insufficient time and materials needed for effective practice of nongrading and general misunderstanding of the concept by parents, pupils, and teachers. The study failed to yield the desired information needed for administrators. Final section presents suggestions for a program of self-assessment.

92 Cutler, Charles Stanley, Jr. "A Comparison of Attainment of Selected Physical Education Objectives in Graded and Nongraded Physical Education." Unpublished Ed.D. dissertation, New York University, 1972. (Dissertation Abstracts International, XXXIII, 179-A).

Measurement instruments used included the Indiana Physical Fitness Test, McCloy General-motor-achievement Test, Wear Attitude Inventory, Secord-Jourard Body Cathexis Test, and Heath-Rogers Soccer Test. Results indicated that nongraded physical education students developed higher standards of physical fitness, motor ability, and skill in soccer. No significant differences were observed in attitude toward physical education and body image. As all subjects were high calibre students, the author recommends further comparative study using children of average intelligence and lower socio-economic class.

93 Dawson, Martha E. and Holston, Helen H. The Nongraded Approach to Curriculum for Administrators and Teachers of the Disadvantaged. Interim Report. Hampton, Va.: Hampton Institute, 1966. (Available from ERIC Document Reproduction Service ED 056 120).

Hampton Institute Nongraded Laboratory School provided the opportunity for thirty educators with leadership potential to teach and observe in a nongraded desegregated classroom. The summer program, "Operation Step-Up," provided the opportunity for enrichment for 100 disadvantaged children. Trainees gained valuable insights into organization and implementation of nongrading and individualized instruction. The experiment demonstrated the usefulness of the nongraded approach in improving achievement rates and self-concept in disadvantaged children.

94 Eaddy, K.M. An Exemplary Model for a Total Ecological Approach to Non-Graded Vocational Programs in Separate Education Centers. Final Report. Tallahassee, Fla.: Florida Vocational Programs Research Coordinating Units, 1971. (Available from ERIC Document Reproduction Service ED 060 193).

"This project was designed to implement an exemplary model for a total approach to non-graded vocational programs in four separate centers in Florida. Specific objectives were to: (1) improve student attitudes toward the environment; (2) improve academic achievement of students; (3) develop students' occupational skills; and (4) improve the methods, techniques, skills and attitudes of teachers. The resulting occupational orientation program at the elementary and secondary levels relied on work experience and cooperative education, extensive training in job entry skills, and intensive occupational guidance and counseling. An evaluation by an outside team revealed all major phases of the program to be successful."

95 Ellis, Dormer. A Tentative Evaluation of the Continuous Progress Programme in Immaculate Conception School, Cornwall. Toronto: The Ontario Institute for Studies in Education, 1971.

Above examination was made at the request of the Stormont, Dundas and Glengarry Counties Roman Catholic School Board. Instruments used included a survey of parents' observations, comparison of achievement of nongraded and graded children in silent reading (in both French and English) and arithmetic, tabulation of sex-age-grade statistics, and a survey of professional opinions of teachers, principals, and other educators.

Findings implied no significant differences in academic achievement but appeared to favor the continuous progress program in the area of mental health. Bibliographical footnotes.

96 Ellis, Dormer. A Tentative Evaluation of the Continuous Progress System in Certain Schools of Kitchener. Toronto: 1969.

At the request of the Waterloo County Board of Education a practical examination was made of continuous progress programs in five Kitchener public schools. Instruments used were a survey of parents' observations, a tabulation of sex-age-grade statistics for future comparisons, a survey of professional opinions of teachers, principals and consultants, and a comparison of achievement of nongraded and graded children in silent reading and arithmetic. Implications of tentative findings favor the continuous progress programs in some nonmeasurable areas of attitudes and feelings but favor the graded system in academic achievement. Bibliographical footnotes.

97 Evaluation of Selected Components of: A Supplementary Center for Early Childhood Education. Title III: Englewood Board of Education. Washington, D.C.: Dept. of Health, Education and Welfare, Office of Education, 1968. (Available from ERIC Document Reproduction Service ED 032 927).

Scientific Resources, Inc., Union, New Jersey, conducted an evaluation of the Englewood Public Schools Supplementary Center for Early Childhood Education, a nongraded cluster organizational structure involving inter-grade, inter-age grouping, teams of teachers for planning and evaluation, use of paraprofessionals, and individualized instruction. Consultants used interviews, direct observation, and questionnaires. Findings: Greater understanding of individual pupil needs, but weakness in lack of materials, facilities, and effective inservice training. The program did develop a positive self-concept in the children, good peer relationships, and success-oriented attitudes.

98 Fearing, Percy. Nongraded Foreign Language Classes. ERIC Focus Reports on the Teaching of Foreign Languages, Number 4. New York: Modern Language Association/American Council on the Teaching of Foreign Language, 1969. (Available from ERIC Document Reproduction Service ED 031 980).

Nongrading in foreign language instruction is advanced as a solution to lockstep-generated frustrations. Document cites experimental schools where nongraded foreign language classes have worked successfully. Includes suggestions for flexible scheduling and criterion referenced objectives. Brief bibliography.

99 Gumpper, David C. and others. Nongraded Elementary Education: Individualized Learning - Teacher Leadership - Student Responsibility. University Park, Pa.: Pennsylvania State University, 1971. (Available from ERIC Document Reproduction Service ED 057 440).

To evaluate an elementary school's continuous progress program comparison was made with a graded school by means of observation and testing. Observation showed the nongraded program more successful in areas of cognitive development, creativity, love of learning, development of positive attitudes, and internal as opposed to externally-imposed control. Results of pre- and posttesting for achievement in both schools showed no significant differences, except in areas requiring rote memorization, where graded children scored higher. Document includes discussion of other evaluative nongraded studies and of conditions (including leadership, group dynamics, and teacher adjustment) necessary for successful educational innovation.

100 Killough, Charles Kyle. "An Analysis of the Longitudinal Effects that a Nongraded Elementary Program Conducted in an Open-Space School, Had on the Cognitive Achievement of Pupils." Unpublished Ed.D. dissertation, University of Houston, 1971. (Dissertation Abstracts International, XXXII, 3614-A).

Pretest and posttest achievement data were collected on 300 pupils, 150 of whom were enrolled in a nongraded, open plan school and 150 in traditional educational programs. Investigator concludes that after two years the nongraded pupils will show significantly higher mean achievement gains in the third year and for the total test period. Further, the experimental group will continue to achieve better as they proceed into a graded junior high school program than will their counterparts in the control group.

101 Larsen, David. Orono High School's Phase-Elective English Program. Augusta, Me.: Maine State Dept. of Education, 1969. (Available from ERIC Document Reproduction Service ED 038 417).

Orono High School, Orono, Maine, offers a partially nongraded curriculum based on a solid foundation of freshman course work including a review of skills, work on composition, and orientation for the 10-12 program. Sophomores, juniors, and seniors may choose from 37 courses phased according to difficulty, complexity of skills and materials, and relative sophistication. Document reports greatly increased student activity and interest. Appendices describe the 37 courses, indicating applicable phase level.

102 Lewis, Ruth Christine. "A Study of the Results of the Brandonville Project in Nongraded Instruction." Unpublished Ed.D. dissertation, West Virginia University, 1970. (Dissertation Abstracts International, XXXI, 6472-A).

A longitudinal study of nongraded Brandonville, West Virginia, pupils 1956-60 was conducted to determine attendance and learning rates, achievement patterns, and attitudes of pupils and parents now that pupils are grown. Results showed attendance unusually high, achievement progressively greater, and improved learning rates. Former pupils and parents alike rated the nongraded program superior to traditional programs. Parents felt that school-community activities enhanced community life. Conclusion: Strong support for the nongraded program.

103 Marcus, Marie. The Effects of Nongrading, Team Teaching and Individualizing Instruction on the Achievement Scores of Disadvantaged Children. [Paper]. Atlanta, Ga.: International Reading Association Conference, 1971. (Available from ERIC Document Reproduction Service ED 064 234).

In 1968 the Clifton Hills Elementary School, Chattanooga, Tennessee, revised its curriculum to provide individualized instruction, team teaching, and multi-age and multi-grade grouping for its school population of largely disadvantaged black and white children. It administered the California Achievement Tests to students every October for several years. Comparison of test scores of fifth-grade children in the 1967 graded school with equivalent children in the 1971 ungraded program in areas of reading, language, and spelling indicated an improvement of mean scores in each category. Conclusion: Innovative progr[illegible] can help disadvantaged children learn.

104 Miles, Dorothy F. A Thumb-Nail Review of a Few: a Special Report on Ungraded or Non-graded Programs in English. Burlington, Vt.: New England Association of Teachers of English, 1970. (Available from ERIC Document Reproduction Service ED 044 398).

"More than 25 ungraded programs in high school English across the United States were observed first-hand to discover such innovations as teacher-pupil contracts, pre-written units called learning activity packages, individualized instruction, and student options of traditional or innovative courses." Includes recommendations after evaluation and brief résumés of specific unique programs.

105 "Non-Graded Language Arts Program; Corbett High School, Corbett, Oregon." In Promising Practices in Small High Schools. A Report of 15 Northwest Projects. Portland, Ore.: Northwest Regional Educational Lab., 1970, p. 56-65. (Available from ERIC Document Reproduction Service ED 037 281).

Described in such a way as to offer a "recipe for adoption," this nongraded language arts program provides for better coordination of instruction in composition, literature, and speech. The equivalent of two full-time teachers conduct twenty-one nine-week courses. Textbooks are eliminated in favor of paperbacks, newspapers, magazines, and audiovisual materials. Report does not supply achievement data, but notes improved student attitudes and enthusiasm.

106 Pavan, Barbara Nelson. "Moving Elementary Schools Toward Nongradedness: Commitment, Assessment, and Tactics." Unpublished Ed.D. dissertation, Harvard University, 1972. (Dissertation Abstracts International, XXXIII, 2242-A).

Study proposed to assess philosophical commitment toward and actual practice of nongradedness in two local public schools. In a review of the literature, the author demonstrates a shift of emphasis on the part of authorities from organization to philosophy. Her investigations show a direct relationship between the degree of administrative belief in nongradedness and the number of practices implemented. Study includes conceptual model and procedure for evaluation.

107 Phase-Elective English: an Experimental Program for Grades Eleven and Twelve. Louisville, Ky.: Jefferson County Board of Education, 1969. (Available from ERIC Document Reproduction Service ED 037 458).

Jeffersontown High School adopted a nongraded English curriculum geared to student needs. In Phases 1 and 2 less advanced students elect courses in developmental reading, vocational English, oral communication, humanities, and composition. Phases 3 through 5 enable students with more highly developed skills to focus on creative writing, theatre arts, Shakespeare, English and American literature, and poetry. Each course lasts twelve weeks; students take a minimum of three courses a year. Report includes suggested teaching approaches, lists of supplementary materials, and course bibliographies.

108 Ramayya, Divakaruni Pattabhi. "A Comparative Study of Achievement Skills, Personality Variables and Classroom Climate in Graded and Nongraded Programs." Unpublished Ph.D. dissertation, University of Utah, 1971. (Dissertation Abstracts International, XXXII, 3101-A).

Study to evaluate effectiveness of nongraded program at Southdale School, Dartmouth, Nova Scotia, during 1964-65. Tests included a battery of Canadian Tests of Basic Skills, anxiety scale tests, Self-Esteem Inventory, a test for measuring ego development, and My Class Inventory. Pupils in the nongraded program tested significantly higher in seven out of ten achievement skills. Among personality variables, self-esteem of nongraded boys and girls scored at a consistently higher level. There were no significant differences in anxiety and ego-development. Investigator concludes that the Nongraded program in Dartmouth should be continued, but study shows need for further evaluation and refinement in the program.

109 Remacle, Leo Felix. "A Comparative Study of the Differences in Attitudes, Self-Concept and Achievement of Children in Graded and Nongraded Elementary Schools." Unpublished Ed.D. dissertation, University of South Dakota, 1970. (Dissertation Abstracts International, XXXI, 5948-A).

Fifth and sixth-year students were compared in this study. Tests included the Iowa Test of Basic Skills, the School Morale Scale, and the Index of Adjustment and Values. All nongraded students scored higher in achievement. Fifth-year nongraded pupils had more positive school morale, but tests showed no

significant differences in attitudes of sixth-year students. The Index of Adjustment and Values measured no significant differences in the four self-concept variables among fifth-year groups, while scores of sixth-year groups were almost evenly divided. Study showed progression to graded school to be more difficult for students with nongraded experience.

110 Rogers, Luther H. and Breivogel, William F. The Nongraded School. Gainesville, Fla.: Florida Educational Research and Development Council, 1968. (Available from ERIC Document Reproduction Service ED 033 083).

The purpose of this study was to discuss research findings in comparisons of the nongraded plan of school organization with the self-contained classroom. Following a definition of nongrading and a brief history of the program in the United States, the authors present a thorough review of the most authoritative research on the nongraded school. They advance a critique of the research and recommendations for effective implementation of the nongraded plan. An extensive bibliography is appended.

111 Saskatchewan. Department of Education. Research and Planning Branch. The Nongraded Continuous Progress Plan; Report of the Self-Evaluation Study, 1968. Regina: Lawrence Amon, 1969.

Purpose of the study was to measure the extent to which nongradedness had been achieved in Saskatchewan since the adoption of a continuous progress plan in 1964. Findings showed greatest changes made in the area of school organization and indicated a need for training programs in all aspects of nongradedness to ensure understanding of the philosophy of nongrading and facilitate implementation.

112 Wilt, Hiram Jack. "A Comparison of Student Attitudes Toward School, Academic Achievement, Internal Structures and Procedures: the Nongraded School vs. the Graded School." Unpublished Ed.D. dissertation, University of Missouri-Columbia, 1970. (Dissertation Abstracts International, XXXI, 5105-A).

For purposes of above comparison subjects were matched as to IQ and age. Significant differences could not be found between

students sampled. Significant differences were found in internal structures and procedures. Conclusion: No single organizational change offers the solution to individual needs of learners in a mass, heterogeneous society. The evidence does not support the claims of many proponents of nongrading, especially in terms of academic achievement.

B. Journal Articles

113 Engel, Barney M. and Cooper, Martin. "Academic Achievement and Nongradedness." Journal of Experimental Education, XL (Winter, 1971), 24-26.

Before comparing pupil achievement in graded and nongraded schools in Dartmouth, Nova Scotia, the schools were first evaluated on Carbone's Index of Non-gradedness. Pupils in the most nongraded school scored significantly higher on the reading and language sections of the California Achievement Tests.

114 Goodlet, George R. "Nongrading and Achievement: a Review." Alberta Journal of Educational Research, XVIII (December, 1972), 237-42.

"A review of research on nongrading and achievement suggests that the case for nongrading is not yet established and, because of methodological problems in many studies, may not have been adequately tested." (Author's note).

115 Goodman, Hollace and others. "Social Acceptance of EMRs Integrated into a Nongraded Elementary School." American Journal of Mental Deficiency, LXXVI (January, 1972), 412-17.

To address the problem of determining the most effective model of educating mildly mentally retarded (EMR) children, the study evaluated a nongraded elementary school with four integrated EMRs and eight in a segregated special education class. Results indicated younger children and girls tolerate (rather than accept or reject) EMR children more than boys do. Boys reject integrated EMRs more than segregated ones.

116 Long, Eleanor. "Continuous Progress - an Evaluation." Canadian School Journal, XLV (January/February, 1967), 8-10.

Paper presented by Dr. Eleanor Long of the Forest Hill Board of Education at the Eighth Annual Conference of the Ontario Educational Research Council. Defines continuous progress as implemented in Primary Division of Forest Hill schools. For purposes of evaluation comparison was made with control group of students in the graded system. Instruments used were standardized achievement tests in silent reading and arithmetic and survey of opinions of parents and educators. Findings were positive in favor of the ungraded classes in reading; otherwise there were no significant differences. Opinions expressed were generally favorable while difficulties were recognized.

117 McBeath, A.G. "The Nongraded System." Arbos, I (November-December, 1964), 22-28.

Saskatchewan Teachers' Federation official explores the basis of the nongraded system - individualizing instruction - and presents an analysis of recent research on the nongraded system. Cites Ritchie (Alberta), Fleming (Minnesota), Gillespie (Alberta) and Melnychuk (Alberta) to demonstrate that the "system" itself is not the answer to improved education. References.

118 McLoughlin, William P. "The Effectiveness of the Nongraded School." International Review of Education, XVIII (No. 2, 1972), 194-211.

Analysis of thirty research studies comparing graded and nongraded elementary schools fails to find significant differences in children's achievement and adjustment. Author, a prominent New York State educator, suggests that, rather than instructional practices, only educational terminology has changed, and the conceptual model of nongrading really does not exist. Bibliography.

119 Malan, R.F. and Merrill, M.D. "Acronyms Anonymous: Toward a Framework for the Empirical Validation of Methods of Individualizing Instruction." Educational Technology, XI (December, 1971), 32-35.

Before valid results can be obtained in comparing effects of individualized and traditional instruction, the validity of the vehicle for individualized instruction - the learning packages - must be determined. More research studies in teaching and learning processes are needed. Similarly, fundamental aspects of pupil-pupil and pupil-teacher social environment must be identified and means devised for objectively comparing these variables.

120 Morris, Vernon R. and others. "Pupil Achievement in a Nongraded Primary Plan After Three and Five Years of Instruction." Educational Leadership, XXVIII (March, 1971), 621-25.

Early evaluation appears to establish the superiority of the nongrading method with respect to pupils who are considerably above average in IQ.

121 Ramayya, D.P. "Achievement Skills, Personality Variables, and Classroom Climate in Graded and Nongraded Elementary Schools." Psychology in the Schools, IX (January, 1972), 88-92.

Report of evaluation after six consecutive years of nongrading in the elementary-school program of Southdale School, Dartmouth, Nova Scotia. Significant results were higher achievement skills in reading by boys and higher level of self-esteem among both boys and girls.

122 Steere, Bob F. "Nongradedness: Relevant Research for Decision Making." Educational Leadership, XXIX (May, 1972), 709-11.

Summation of research studies that statistically evaluates various nongraded programs. Bibliography.

V. EVALUATING STUDENT PROGRESS IN A NONGRADED SYSTEM

A. Books and Reports

123 Avon's Nongraded Elementary and Middle School: Reading Program. Avon, Conn.: Avon Public Schools, 1968. (Available from ERIC Document Reproduction Service ED 042 776).

Provides a comprehensive set of guidelines for establishing a nongraded reading program in primary and middle schools. Includes underlying philosophy, history of implementation, comparison with graded system, and detailed outline of levels. Strength of program is thorough and accurate evaluation, regularly scheduled conferences with parents to discuss individual child's needs and differences, systematic reporting, and provision for transfer to other schools.

124 Continuous Progress Program. Survey Report. Pittsburgh, Pa.: Catholic Diocese of Pittsburgh, 1972. (Available from ERIC Document Reproduction Service ED 054 522).

Report of formal evaluation of Pittsburgh Diocesan nongraded program after two years summarizes data from questionnaires completed by 2,011 supervisors, administrators, and teachers, 35,950 students, and 23,680 parents. Administrators were concerned with areas of communication and reporting pupil progress. Teachers felt need for technical assistance but were pleased with greatly increased student interest. Students enjoyed freedom to progress at individual rates. Parents appreciated improved student attitudes but disliked unfamiliar report card system.

125 Dunn, James A. The PLAN Approach to Curriculum Definition. Palo Alto, Calif.: American Institutes for Research, 1970. (Available from ERIC Document Reproduction Service ED 043 126).

From an untried concept, PLAN has grown in three years to an operating program spanning 1-12 in use with over 40,000 children in the U.S. PLAN (Program of Learning in Accordance with Needs) is an ungraded, computer-supported, individualized program of education developed to ensure use of the best curriculum materials available. From a bank of over 2,000 teaching-learning units the computer delivers a quota of study modules based on the individual student's abilities, rates of progress, and expressed goals.

126 Guidelines for a Continuous Progress Program. Pittsburgh, Pa.: Catholic Diocese of Pittsburgh, 1970. (Available from ERIC Document Reproduction Service ED 054 521).

Guide provides information on parent-teacher conferences, testing, grouping, lists of levels of mathematics and reading skills, and materials for basic and supplementary programs. Report cards and permanent records are discussed. Sample forms used in organizing and implementing the nongraded program are appended.

127 Scheuerer, Daniel T. and others. The Placement of Students in Viable Learning Situations Through the Use of Achievement Tests and Systems Engineering Rather than Through Annual Promotion and Retention: Volume I of II. Final Report. Washington, D.C.: U.S. Dept. of Health, Education, and Welfare, Office of Education, 1970. (Available from ERIC Document Reproduction Service ED 057 068).

Project was to develop a model for nongrading secondary schools. Four basic components were (1) student characteristics; (2) instructional management system of curricular offerings; (3) assessment; and (4) administrative control elements. The phasing system at Melbourne High School, Brevard County, Florida, was used in the study. Following several experiments, a placement model was chosen and data concerning its effectiveness gathered and analyzed. Administrative roles were defined, and a Student Capability Profile suitable for computer adoption was developed.

128 Scheuerer, Daniel T. and others. The Placement of Students in Viable Learning Situations Through the Use of Achievement Tests and Systems Engineering Rather than Through Annual Promotion and Retention. Volume II of II. Final Report. Washington, D.C.: U.S. Dept. of Health, Education, and Welfare, Office of Education, 1970. (Available from ERIC Document Reproduction Service ED 057 069).

The second of two volumes describing a project to develop a model for nongrading secondary schools presents the measuring instruments developed in the research. These instruments were specifically designed for use in the Melbourne High School, Florida, and procedures for developing instrumentation to support student movement through the nongraded system rather than the instruments themselves should be considered for application in other educational situations. Instruments described herein should be considered placement measures, not measures of achievement of specific skills.

B. Journal Articles

129 Gordon, Roger L. "Portrait of an Inner-City School." Audiovisual Instruction, XVI (January, 1971), 39-40.

Describes maximum use of technology in inner-city educational program at Russell Conwell Middle Magnet School, Philadelphia. A "sequencing and scheduling project" sponsored by American Institutes for Research provides continuous computerized evaluation of each student. Specially equipped laboratories, student-operated television, and a wide variety of instructional materials create an atmosphere in which children find learning satisfying and develop personal responsibility and self-discipline.

130 Hawkins, W. "Continuous Progress Curriculum: a Generic Model." Educational Technology, XI (December, 1971), 57-58.

Author presents a generic method for analyzing and developing a curriculum in any subject and at any level. Devises an "area matrix" in which a subject is broken down into subareas and what student behaviors are expected in each area are spelled out. Matrix enables educators to determine entry level and parents to know what the child can do in each subject.

131 Kozokowsky, P. "Evaluation in the Continuous Progress Program at Beaumont." Curriculum Bulletin (Manitoba. Department of Education), III (April, 1969), 6-7.

"Principal of Beaumont Elementary School, Manitoba, discusses need for changing evaluation processes in continuous progress program."

132 Smith, Leone M. "A Model for Evaluating Achievement." Canadian Education and Research Digest, VIII (March, 1968), 73-77.

To provide meaningful assessment in a continuous progress program, this British Columbia educator advocates "a systems approach ... [that] will involve total task-learner-situation analysis to determine factors that contribute to [or detract from] learning." Includes diagram and description of proposed Model for Achievement Evaluation.